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CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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THE JUNE COUNCIL MEETING

An Editorial

The largest and most representative Council Meeting in the history of C.A.U.T. worked through very long and very complex agenda during its deliberations at McGill University on June 12th and 13th.

Highlights of the two-day meeting included the election of a new slate of officers, the admission of three new affiliated staff associations, and the consideration of several constitutional amendments.

Elected President of C.A.U.T. for the ensuing year was Professor A. Carrothers of the Faculty of Law at U.B.C. Professor E. D. Maher of U.N.B. is the new Honorary Secretary and Professor J. Weldon of McGill is the new Honorary Treasurer. Vice-Presidents for the ensuing year will be Professors Emile Gosselin of Laval, W. D. Smith of Brandon and R. W. Torrens of the University of Western Ontario. Professor J. Aitchison of Dalhousie University will continue to sit on the executive as Past-President.

Affiliation as a separate association was granted to the faculty association at the University of Alberta at Calgary. New associations at the University of Sherbrooke and at the Laurentian University in Sudbury were also welcomed to the Council. In all, C.A.U.T. now includes local associations of thirty-six universities and colleges, and includes all the major institutions in the country.

Local associations will be giving consideration this fall to two proposed constitutional changes which were discussed at the meeting and which will be presented in November for action. The association at Western Ontario has suggested an amendment to make it possible for either retired members or visiting professors to become associate members of C.A.U.T. A proposal from the association at U.B.C. would have the effect of eliminating any individual basis for membership in order to emphasize the completely federal nature of the National Association.

Reports were received from a number of committees. A brief from the Immigration Act Committee was approved by the Council and an interim report from the University Financing Committee was received and discussed. One new committee — a Tenure Practices Committee — was established. It will be the job of this committee to collect information about existing tenure practices at Canadian universities and to make this information available to all associations as quickly as possible.

The specific problem of the fourteen Canadian institutions in which the existing pension plans do not provide for full immediate vesting of the universities' contributions was discussed at considerable length. Such a deficiency militates against the free movement of academic personnel. It was agreed that, wherever a local association wishes it, the Council's opinion that portability is a "must" in university pension plans will be expressed to the university administrative officers. Many delegates to the Council Meeting expressed the opinion that the most urgent pension problem at present is the inadequacy of most existing plans. Recent studies have been made of the actual pensions available for academic personnel retiring in 1961-1963 at three of Canada's leading universities. The results have shattered the comfortable feeling that many academics have had about their pension prospects. It would be a very worthwhile endeavor for each association in Canada to make a survey of its own members who will be retiring during the next three year, to see just how adequate present arrangements actually are.

Problems of university government continue to demand the attention of local associations. The great majority of them have committees at work on the local situation. Many of them have made recommendations for reform and improvement although none has, as yet, been able to achieve any specific change. A book of essays on various aspects of the whole problem of university government in Canada is now being edited by Professor Ramsay Cook of the University of Toronto. Its publication will focus attention on what is obviously the most pressing and most complex aspect of the present "crisis in university education".

Two discussions at the Council Meeting were made subjects of press releases. One pointed out that in spite of continuing references in Canadian newspapers to the allegedly favourable salary picture in Canadian universities, there is in fact no reason for complacency. A release to the press made clear the C.A.U.T. view:

"That incomes of faculty members in Canadian universities are lower than faculty incomes in universities of comparable size and standing in the United States is the main finding of a report presented to the Council of the Canadian Association of University Teachers, meeting in Montreal this week. This is evident from the data in Table 4 of the Report, which shows the average salaries, including pensions and other benefits, paid in a number of leading universities in Canada and the United States in 1959-60. Differences in the bases of payment, regional variations and other circumstances make exact comparisons impossible, but the general conclusion that the income of university faculty in Canada is lower than in the United States is confirmed by a detailed regional analysis of universities which occupy similar positions in the educational structure of the two countries."

The matter of alleged discrimination against women faculty members in some Canadian universities, in regard to appointment, promotion, status and work loads, was discussed at some length. A resolution on the subject from the U.B.C. faculty association was overwhelmingly adopted and released to the press. Copies of the resolution are to go to the administrative officers of all Canadian universities. It specifies that "in accordance with the principle of equal pay for equal work there shall be no differentiation based upon sex among faculty members with respect to pay, status, or work load. Women who are appointed to the teaching staff are expected to have the same opportunities as similarly qualified men."

Once again the Council Meeting was attended by Professor William Fidler, General Secretary of the A.A.U.P., who brought greetings from the university teachers of the United States. Present also were the Liaison Officer for the British Council, Mr. Arthur Montague, and the man who was responsible for our close co-operation with D.B.S., Mr. Ralph Mitchener.

RETIREMENT PLANS IN CANADIAN UNIVERSITIES

by Francis P. King*

"Where will the money come from?" is the perennial question of personal and family finance. Financial planning for retirement is perhaps even more important than during working years. Retirement may last as long as half a working lifetime, and there is no pay check. For college and university teachers, the employing institution's retirement plan assumes much of the responsibility. But plans differ in their provisions for membership and funding and the individual teacher should make sure he knows just where he stands.

A helpful standard in evaluating a college retirement plan is now available. This is the recent report of the Joint Pension Committee of the National Conference of Canadian Universities and Colleges and the Canadian Association of University Teachers, published in May, 1960. The present article surveys the retirement provisions in the Canadian colleges and compares them with the Joint Pension Committee's recommendations. The information was gathered in 1960 and the survey was made possible by the cooperation of the treasurers and business officers who supplied the data.

Membership Provisions

Eligibility. The Joint Pension Committee recommends "that all full-time members of the teaching staff on regular appointment in a college or university should be required to become participants in the institution's pension plan." The recommendation, quoted below, cites "two principal but related reasons."

... First, such participation will mean that if a member stays with the one institution he will have available to him a retirement income acquired over his period of service, irrespective of what may have happened to his private fortunes in the meantime. In the second place, the institution from which a staff member ultimately retires is entitled to assume that a staff member will have acquired at previous institutions, pension benefits for his periods of service before joining its staff.

Of the 29 institutions providing detailed information, none leaves participation in the retirement plan up to the decision of the individual. Participation is required in all of the plans, as shown in Table 1.

*Research Officer, Teachers Insurance and Annuity Association (TIAA) College Retirement Equities Fund (CREF).

TABLE 1

VOLUNTARY AND REQUIRED PARTICIPATION	
Voluntary Only	0
Compulsory with Waiting Period	11
Compulsory without Waiting Period	18
Total Respondents	29

TABLE 2

WAITING PERIOD	
No Waiting Period	18
Waiting Period ^a	11
1 year	5
2 years	1
1 year and age 25	3
1 year and age 30	1
to age 30	1

^aWhere waiting period varies according to rank the period tabulated is for rank of assistant professor.

Waiting Period. Should the new academic staff member be taken into the retirement plan at once? The Joint Pension Committee recommends immediate participation in the retirement plan, citing these reasons: (1) it lengthens the period of participation and thus increases the ultimate pension benefits; (2) it removes the difficulty a member might have if he wished to contribute retroactively for a waiting period, and (3) it removes the psychological and practical difficulty of a member suffering a reduction in take-home pay when after a waiting period he finds his net salary reduced by his share of contributions to the plan.

More than half of the plans (18) require the faculty member to participate immediately on joining the institution. The remaining plans (11) do not permit participation until after a waiting period of one or two years, plus, in some cases, the attainment of a specified age, such as 25 or 30. Table 2 shows the various waiting periods in effect.

Retirement Age. No two people age at the same rate. Some are old, physically and mentally, at 60; others remain in full command of their powers until much later. In setting a retirement age, the institution recognizes that there comes a time when abilities decline and senior men should step aside to give the younger staff members further opportunities for responsibility and promotion. Some institutions (18 of the 29 respondents) set a fixed and definite age for retirement, stating no exceptions to the rule of retirement at that age; others (11 of the 29) have made age 65 the "normal" retirement age but state that an individual may be continued in service year by year for a further period, upon favorable vote of the board of trustees. Table 3 presents the retirement age arrangements in effect.

The Joint Pension Committee report discusses retirement ages with the following recommendation:

Because members of the staff vary considerably in their ability to carry on with their duties as they approach retirement age, retirement should not be compulsory at a fixed age, but rather retirement should be effected as it seems necessary or desirable between age 65 and ages 68 or 70. Such a programme could be administered in a variety of ways. One institution states its normal retirement age as being 68 but with the provision that earlier retirement at age 65 or later may be effected at the option of the member or the institution. At other institutions, a review committee has been established to consider, each year, whether the employment of a staff member approaching the retirement age should be continued if the staff member indicates he wished to continue in employment.

However, regardless of the mechanics of the plan, it seems desirable that in view of the predicted active demand for qualified staff in the future, an institution should not be deprived of the services of a fit and competent staff member because of the rigid application of a fairly young retirement age.

TABLE 3

FACULTY RETIREMENT AGE						
<i>Normal Retirement Age</i>	<i>Number of Institutions</i>	<i>Provisions for Periodic Extensions</i>				
		<i>None</i>	<i>To Age 68</i>	<i>To Age 70</i>	<i>To Age 75</i>	<i>No Def. Limit</i>
65	26	15	1	4	2	4
67	1	1	—	—	—	—
68	1	1	—	—	—	—
70	1	1	—	—	—	—
Total Respondents	29	18	1	4	2	4

Benefits and Their Financing

How much should a retirement income be? Few incomes ever seem sufficient, of course. As a practical matter, the amount of the ultimate retirement benefit must be balanced against the cost. A desirable benefit goal in the words of the Joint Pension Committee is a pension "at least as great as 60% of some terminal average salary base for a full career." In addition, an adequate income throughout retirement cannot be achieved if the effects of inflation are ignored. The importance of maintaining adequate purchasing power is emphasized by the Joint Committee and is discussed later.

Contribution Rates. Retirement benefits are normally based on an accumulation of regular contributions, usually made jointly by the employer and employee over the individual's working lifetime.

The contribution patterns in Canadian college and university retirement plans fall generally under two categories — (1) money-purchase plans and (2) unit benefit plans. Of the institutions reporting, 17 had money-purchase plans and 12 had unit benefit plans.

Money-Purchase Plans. Under the money-purchase system, the monthly contribution made by both the individual and the institution is a fixed percentage of the individual's salary. Each monthly contribution purchases a specified benefit and the sum of these benefits is the amount of the retirement income. Extra interest dividends may purchase additional benefits. The total contribution rate (employer plus employee) selected by Canadian colleges is usually between 10 and 15 per cent of salary. Table 4 summarizes the total employer-employee contribution rate under money-purchase plans.

TABLE 4

SUMMARY OF CONTRIBUTION RATES UNDER
MONEY-PURCHASE PLANS

<i>Total Contribution Rate^a</i>	<i>Number of Institutions</i>
Less than 10%	1
10%	1
12%	7
12½ - 13½%	3
15%	5
Total	17
^a Employee contributions range from 5 to 7½%	
Employee contributions range from 5 to 10%.	

Unit Benefit Plans. Retirement benefits under a unit benefit plan are usually defined as a per cent of salary for each year of service, e.g., "a yearly retirement income beginning at age 65 equal to 1½ per cent of each year's salary for each year's service." Or, the benefit may be related to average annual salary during the final 5 or 10 years of service.

The employee contribution is usually a fixed percentage of salary; the employer's is whatever further amount is necessary to purchase the formula benefit each year. The employer's percentage for a particular individual will change as his age increases. For example, to buy a yearly retirement benefit beginning at age 65 of 1½ per cent of the year's salary for a person age 30 takes about 6 per cent of salary, of which the employee may contribute 5 per cent and the employer 1. The same benefit amount purchased for a person age 60 with the same salary takes about 20 per cent of salary (employee 5, employer 15).



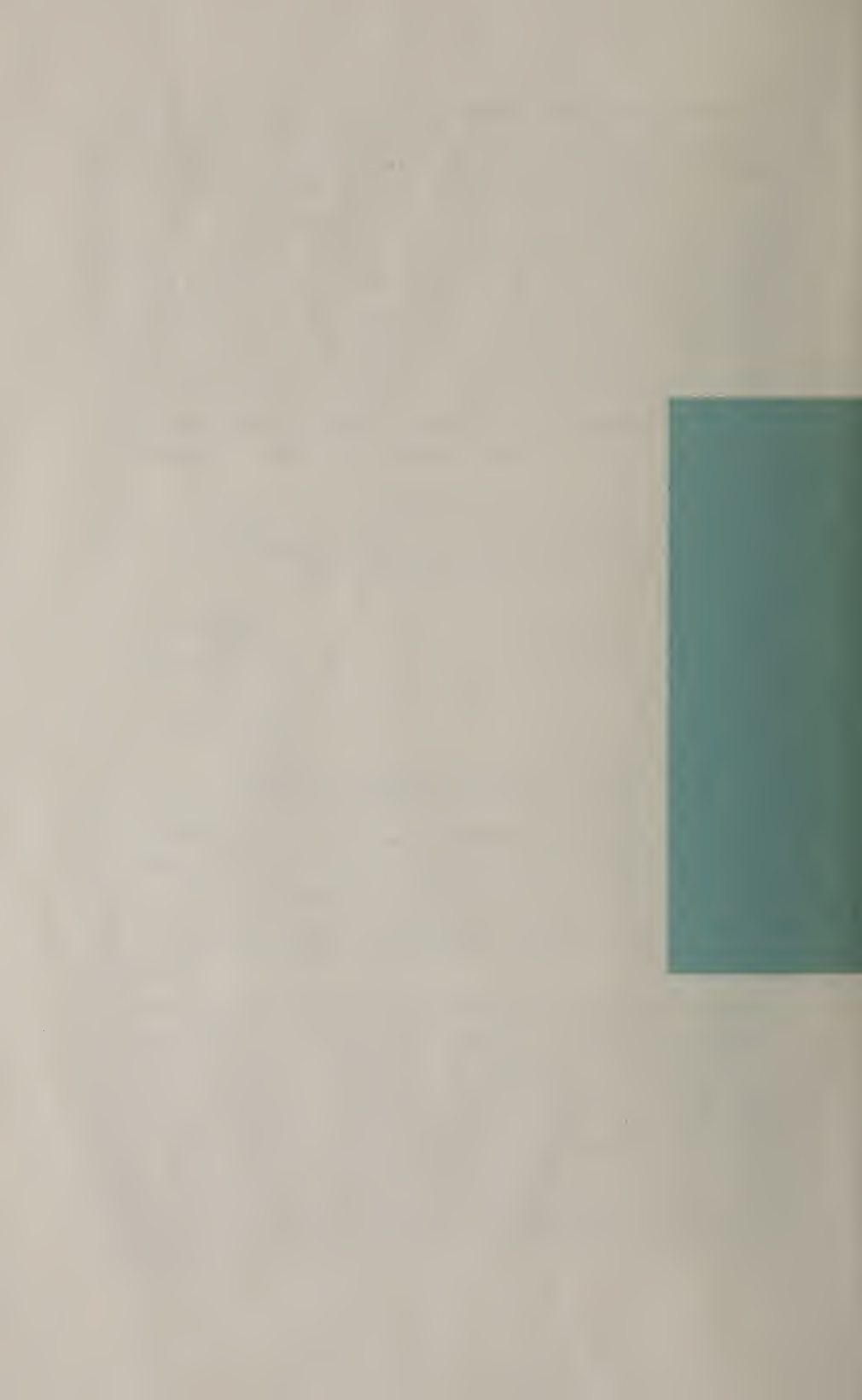


Table 5, showing employer-employee contribution rates under the unit benefit plans, states the employer portion as "balance necessary to fund benefits"; this rate may be less than or many times more than that of an employer using a money-purchase plans, depending on each participant's age.

TABLE 5

CONTRIBUTION RATES UNDER UNIT BENEFIT PLANS		
<i>Employee Contribution</i>	<i>Employer Contribution</i>	<i>Number of Institutions</i>
5%	Balance necessary to fund benefits	6
6%	Balance necessary to fund benefits	6
	Total	12

The "Portable" Pension. What happens to accumulated benefits when the professor changes employers? The Joint Pension Committee recommends that the staff member receive "either immediate vesting of the contributions of both himself and the university or a vested right to a stated benefit to be provided under the pension plan from contributions made by the member and the university."

Immediate full vesting means that from the day annuity premiums begin the staff member assumes full ownership of all retirement and survivor benefits purchased by his own and his employer's contributions. If he leaves the employer, no forfeitures may be exacted and the entire annuity accumulation remains intact to provide an annuity based on service rendered. Full vesting is a key to adequacy of retirement benefits in the field of higher education; for the faculty member who may serve a number of institutions during his career, a "portable" pension is essential. Immediate full vesting and the protection of the retirement accumulation against any other use is recognized in both Canada and the United States as an element of college retirement planning that contributes to the strength of higher education.¹

¹The NCCUC-CAUT Joint Pension Committee recommendation states that "when vesting is provided, a terminating member must not be permitted to surrender his benefits by obtaining a cash refund at some later date. In other words, the institution's contributions should never be available to the terminated member in cash, but only in terms of retirement income or as a part of the death benefit under the pension contract."

Standards and recommendations for retirement and insurance plans in U. S. institutions of higher education are set forth in the Statement of Principles on Academic Retirement and Insurance Programs of the American Association of University Professors and the Association of American Colleges, most recently printed in the AAC *Bulletin*, March 1958.

Table 6 shows the vesting provisions currently in effect in Canadian institutions. All of the TIAA-CREF plans and approximately two-thirds of the agency insurance company plans provide for immediate full vesting of benefits. One of the self-administered plans incorporates this feature. Of the provincial retirement plans, one contains a provision for vesting delayed until after 10 years of participation at the two Ontario colleges in the system. In the other provincial plans there is no vesting of employer contributions. Institutions that contribute to Canadian Government Annuities ensure full vesting for the retirement and survivor benefits derived from the government annuity, but have not necessarily arranged to make the rest of their retirement arrangements consistent with this full vesting provision.

TABLE 6

VESTING OF EMPLOYER CONTRIBUTIONS ON TERMINATION OF SERVICE OF FACULTY MEMBERS				
<i>Type of Plan</i>	<i>Number of Institutions</i>			
	<i>Immediate Full Vesting</i>	<i>Vesting After 10 Years or More of Service</i>	<i>Employer Contributions Not Vested</i>	<i>No Infor- mation</i>
All Agency Companies.....	7	3	—	1
Provincial.....	—	2	5	—
Self-Funded or Trusteed.....	1	2	1	—
TIAA-CREF.....	7	—	—	—
Total	15	7	6	1

Death Benefit Before Retirement. What happens to the annuity accumulation when the staff member dies before beginning his retirement income? Plans incorporating immediate full vesting, of course, provide that the full accumulation, including the employer's contribution, is available at death to provide benefits for the staff member's survivors, either as a lump sum or as an annuity for the widow. This group includes 15 of the 29 plans (see Table 6). Six of the plans provide only for return of the employee's own contributions, with or without interest, and 7 add the employer's contributions only if death occurs after participation in the plan for ten years or more.

Type of Funding. Information as to the type of funding of the Canadian retirement plans was obtained for 55 plans. Eighteen of the 55 are agency life insurance company plans, divided among a half dozen companies. Provincial plans are in effect in 9 institutions. There are 9 self-funded or trusteed plans, 8 TIAA-CREF plans, and 7 church

plans. Twelve institutions use Canadian Government Annuities as a supplement to the retirement plan and at 4 institutions the government annuity comprises the entire retirement plan. Most of the 11 institutions reporting no retirement plan are denominational institutions in which a large portion of the faculty belong to religious orders. Several of the institutions have more than one plan in effect, accounting for the figure of 10 "duplicates" in Table 7.

TABLE 7

RETIREMENT PLANS IN CANADIAN COLLEGES AND
UNIVERSITIES ACCORDING TO TYPE OF FUNDING

<i>Type of Funding</i>	<i>Number of Plans</i>	<i>Number of Plans Also Using Canadian Government Annuities</i>
All Agency Companies	18	6
Provincial	9	2
Self-Funded or Trusteed	9	2
TIAA-CREF	8	5
Church	7	3
Canadian Government Annuities Only	4	—
Total Plans	55	18
Deduct Duplicates	—10	—6
Total Institutions with Plans	45	12
No Retirement Plan	11	
Total Respondents	56	
No Response	6	
Total	62	

Meeting Inflation. The CAUT national pension policy² states that "as a protection against the effects of inflation provision should be made so that some portion of pension contributions can be invested in equity securities." Similarly, the NCCUC-CAUT Joint Pension Committee notes the need to supplement the pension if inflation causes a marked erosion of its purchasing power. The TIAA-CREF plans meet these recommendations through their combined fixed and variable annuities based on fixed-dollar and common stock investments. The plan of Waterloo University describes a pension supplement linked to the cost of living index, but the supplement is available only if the pension plan's excess earnings permit. None of the other plans has attacked the problem of inflation after retirement.³

²CAUT *Bulletin*, volume 6, number 1, December 1957.

³Since this writing, the Fédération des Collèges Classiques has drawn up a retirement plan incorporating provision for investment of half of total premiums in a common stock fund. There is no provision, however, for continued participation in common stock investment experience after retirement.

The variable annuity of the College Retirement Equities Fund (CREF) was introduced in 1952 to accompany the TIAA fixed-dollar annuity. Eligibility is limited to staff members of nonprofit educational institutions in the United States and Canada. Under the plan, up to one-half of the total monthly annuity contribution may be paid to CREF, which invests exclusively in common stocks; the balance of contributions goes to the fixed-dollar TIAA annuity. The payments to CREF purchase units of participation (accumulation units) in a fund of selected common stocks. The units change in value each month according to changes in the market prices of the stocks in the CREF portfolio. Dividend income purchases additional units. At retirement, the individual begins receiving a lifetime income from CREF (annuity units) the dollar value of which changes each year to reflect changes in the value of the individual's share in the CREF investment portfolio. In addition, the individual receives the fixed-dollar TIAA income, which remains the same except for dividends as added. Since over the long run common stock values have tended to increase as living costs rise, the variable annuity offers extra protection during inflationary periods, while the fixed-dollar component tends to steady total income during major economic swings and to provide a basic income at all times.

Summary

This study obtained detailed information on retirement provisions in Canadian colleges and universities from 29 institutions. The provisions in effect were compared with the recent recommendations of the Joint Pension Committee of the National Conference of Canadian Universities and Colleges and the Canadian Association of University Teachers.

All of the plans make participation a requirement, 11 with and 18 without a waiting period. The "normal" retirement age is 65 for 26 institutions, higher for 3 others. Of those using age 65, 11 provide for year-to-year extensions of employment beyond 65. The contribution rates to the plans generally range, for the individual, from 5% to 7½% of salary. Employer contributions range from 5% to 10% under the 17 "money-purchase" plans and under the 12 "unit-benefit" plans vary by age of participant. Fifteen of the 29 plans provide the recommended immediate full vesting in the employee of all contributions (including the employer's). Eight of the plans incorporate a variable annuity based on common stock investments.

COMPARISONS OF UNIVERSITY SALARIES IN CANADA AND THE UNITED STATES*

A number of assertions have been made in recent months that university salaries in Canada are as high as those in the United States. The implication is drawn by some people that little remains to be done to increase academic salaries in Canada. It is the contention of this report that, in some important respects, Canadian university salaries are NOT as high as the *relevant comparable salaries* in the United States. Even if they were, a case would remain for further increases in Canadian academic salaries. There are many indications of a trend toward higher university salaries in the United States during the next 5-10 years.

The central problem in comparing Canadian and American university salaries is to ensure that comparisons are being made between comparable institutions in comparable circumstances. We believe that when a reasonable attempt is made to ensure comparability of Canadian and American university salaries, Canadian salaries, at least for the rank of Professor, are smaller than their American counterparts.

STATISTICAL PROBLEMS IN GENERAL

What are the major differences between data on academic salaries in the United States and Canada?

1. *The United States has a much larger proportion of "low-wage" college institutions than does Canada.* Many of these institutions are not comparable to Canadian universities. Thus a comparison of a national average of academic salaries in the two countries would not be of comparable institutions; such data would present an unduly favourable picture of Canadian academic salaries. The proportion of the American population of the relevant age-classes which attends some kind of university or college is much larger than the comparable proportion for Canada. Thus the range of university or college institutions is much greater in the United States than in Canada. On the one hand, the United States has proportionately more institutions of leading world rank. But, more important for our purposes, the United States has a much larger proportion than has Canada of institutions which offer educational experience which is limited in

*This article is Part 1 of a report by a C.A.U.T. Salary Committee under the chairmanship of Professor D. W. Slater, Queen's University. The report has been discussed at two Council meetings, in June 1960 and June 1961. It is printed here as revised in November 1960.

duration and/or low in standards. (This may or may not be 'good' educational policy, but that is not our concern.) The important thing is that these institutions of limited duration and/or low quality typically have lower salaries than the American universities and the full-fledged colleges which have good standards.

In addition to the quality factor, there is a *regional aspect* which must be taken into account. For example, salaries in many occupations in the Southern Regions of the United States are typically less than in the prosperous North, Midwest and Pacific Coast regions; and regional income differentials influence the University salary comparisons. It is not appropriate to compare salaries at the University of Toronto with an American average, even when the low quality or limited-duration institutions are put to one side.

2. The most common form of contract between faculty members and universities in the United States is for 9 months; a large fraction of the staff may add a separate 'summer contract' for amounts ranging between 15 and 25 percent of the basic 9-months salary. In contrast, Canadian university contracts are more typically calendar-year arrangements, to which people add various supplements in various ways. But the standard university or university-type stipend for 'summer' research or teaching activities is not often above 12 percent of the basic annual salary, and is generally less. Thus, a comparison of a basic 9-month salary in U.S. with calendar-year basic in Canada will tend to understate relatively the American position. On the other hand, to compare American 11-month contracts (or 9-month plus summer supplement contracts) with the basic annual University salary in Canada would tend to overstate the favourableness of American salaries.

Two schemes are followed in this report. Most of the American data involves an adjustment of 11-month incomes to a 9-month basis. The estimates of American university teachers' incomes as adjusted to a nine-month basis are compared with: (1) calendar-year university salaries in Canada; and (2) rough estimates of 9-month rates in Canada reckoned in the same way as in the American data reported. Comparison (1) tends to overstate the favourableness of Canadian university salaries relative to those in the United States.

3. Many of the reports on 'pay' in American universities are based on measures of '*compensation*' defined as basic salary plus fringe benefits such as university contributions to pensions, health insurance and group life insurance. If Canadian figures are to be compared with

American 'compensation rates', they should be adjusted from a salary to a compensation basis.

4. Often, American data are available for means of salaries by rank, but Canadian data are for medians. Income distributions are usually skewed to the left; thus typically the mean of a distribution is a larger amount than the median. To compare means for U.S. data with medians for Canadian data will thus tend to overstate the relative position of the United States universities; the error is not usually large, however.

THE COMPARISONS

(i) *Comparisons Based on the AAUP Salary-Grading Programme*

Subcommittee Z-3 of the American Association of University Professors has developed and applied a salary-grading programme; survey materials from a large number of universities and colleges in the United States form the basis of the classifications. From the salary surveys of the CAUT it is possible to classify the Canadian universities on a basis comparable with those for the United States.

The AAUP salary grading programme works as follows:

1. A series of letter grades are established for ranges of minimum compensation, by rank.

2. A similar set of letter grades are established for ranges of average compensation, by rank.

3. Salary data are obtained by the National Office of the AAUP from the various local chapters. Usually this information is supplied to the local chapter by the administration of particular universities and colleges; the administration may or may not agree to furnish information; if it does, it still may request that all or part of the information be withheld from publication.

4. On the basis of the survey information, universities and colleges are graded according to the minimum compensation scale *and* according to the average compensation scale; that is, each institution is rated on two scales.

5. In the grading programme, the compensation of all institutions is put on to a 9-month contract basis. For example, in an institution in which the contract is for 11 months and the compensation is so reported in the survey, for purposes of the grading that institution's

salary scale would be taken as 9/11 of the figures reported in the survey.

6. The grading is of compensation, not of salary. Compensation is salary plus certain specified fringe benefits such as the university contribution to pension funds (providing that the amounts are vested in the individual within five years) and university contributions to health insurance and group life insurance contracts.

The grades applied in the AAUP self-grading programme for 1959-60 were as follows:

AAUP Salary Grading Programme

TABLE 1

STANDARD SCALES OF MINIMUM COMPENSATIONS FOR 1958-59 AND 1959-60 (NINE-MONTH BASIS, SPECIFIED BENEFITS INCLUDED)

	AA	A	B	C	D	E	F
Professor	\$14,000	\$12,000	\$10,000	\$8,750	\$7,500	\$6,250	\$5,250
Assoc. Prof.	10,000	8,750	7,750	6,750	6,000	5,250	4,500
Asst. Prof.	7,750	6,750	6,000	5,250	4,750	4,250	3,750
Instructor	6,000	5,000	4,500	4,000	3,750	3,500	3,250

TABLE 2

STANDARD SCALES OF AVERAGE COMPENSATIONS (SAME BASIS)

Professor	\$17,500	\$14,300	\$11,650	\$10,000	\$8,400	\$6,850	\$5,700
Assoc. Prof.	11,750	10,100	8,750	7,500	6,600	5,700	4,850
Asst. Prof.	8,750	7,500	6,600	5,700	5,100	4,550	4,000
Instructor	6,600	5,450	4,825	4,300	4,000	3,725	3,450

An Institution is rated on each scale of the programme according to the lowest letter grade it received in any rank.

(a) *Grades*

An extract from the results of the 1959-60 rating programme in the United States for those institutions which reported and permitted publication of their reports has been set out in Table 3. Harvard, Princeton and Yale were the only institutions reporting which graded A on at least one of the sales.

In this table a comparable grading is also made of Canadian universities and colleges for which information was available from the CAUT survey of salaries. IN TABLE 3, THE GRADING OF CANADIAN UNIVERSITIES IS OF ESTIMATED CALENDAR-YEAR COMPENSATION. THIS PROCEDURE TENDS

TO PLACE CANADIAN UNIVERSITIES IN HIGHER GRADES THAN MAY BE WARRANTED. To place the Canadian salary data on a compensation basis, the salaries have been increased by an amount equal to the estimated university contributions to pension funds of staff members.

The Canadian classification in Table 3 (which places Canadian universities in higher grades than may be warranted) puts Toronto into an A rating on minimum compensation but a B on average compensation. Seven Canadian universities and colleges (probably nine if complete information was available) would receive a B rating on at least one of the scales.

TABLE 3

AAUP — SALARY-GRADING PROGRAMME, 1959-1960
SELECTED UNITED STATES AND CANADIAN DATA

<i>Grades of:—</i>		<i>Names of Institutions attaining rating</i>	
<i>Minimum Compensation</i>	<i>Average Compensation</i>	<i>United States</i>	<i>Canada</i>
A	A	Harvard	none
B	A	Princeton	none
A	B	Yale	Toronto
B	B	Amherst, CCNY, Columbia, Columbia Teachers College, Cooper Union, Duke, Haverford, Hunter, Johns Hopkins, Swarthmore, California, Michigan, Virginia, Wayne State, Wesleyan, Conn., Williams	Queen's, Manitoba, McMaster (probably also U.B.C., and Sask., but insufficient data available to be sure of rating)
C	B	Bryn Mawr, Cal. Tech., Cornell Univ., Dartmouth, Minnesota, Pennsylvania, Wellesley	Victoria University (B.C.)
B	C	Hamilton, Mills	Alberta, Western Carleton
C	C	A list of 35 including Colgate, a number of the associated California colleges, Oberlin, Ohio, Wesleyan, Syracuse, Temple, Illinois (Urbana)	McGill, Dalhousie, St. John's College, O.A.C., Waterloo, U.N.B.

Source: U.S.: Report of Committee Z of AAUP, 1959-60, Mimeographed, Table 8. Canada: Application of Grading Scheme to reports from CAUT Salary Survey, 1959-60.

Note: The Canadian salary data has been adjusted to a compensation basis by adding the estimated university contribution to the pension funds.

It is highly desirable to place Canadian data on a comparable monthly basis with that for American universities. Unfortunately the information on summer university or university-type stipends for Canadian university teachers is very skimpy. A rough estimate of Canadian university compensations on a nine-month basis can be made as follows:—

- (1) In many Canadian universities a large fraction of the staff will receive summer stipends of \$800 to \$1000 (NRC summer fellowships; stipends for teaching summer school; university research fellowships; and so on). Some staff members will receive larger amounts and some smaller ones. Let us assume that in each rank the summer stipends on the average exceed the basic annual salary by \$900.
- (2) Then the 11-month compensation for Canadian university teachers will be equal to basic annual salary plus university contribution to pension fund plus \$900.
- (3) The 9-month basis compensation will be taken as 9/11 of the figures estimated in (2); i.e., the same procedure will be applied to the Canadian data as was applied in the American data.

Adjusting the Canadian figures in this way alters the scaling of Canadian universities on the AAUP self-grading scheme quite sharply. Toronto would only rate B on one scale. All other institutions would rate CC or lower.

TABLE 3A

AAUP — SALARY GRADING PROGRAMME, 1959-60 SELECTED CANADIAN UNIVERSITIES: COMPENSATION ADJUSTED TO A NINE-MONTH BASIC		
<i>Grades of:—</i>		
<i>Minimum Compensation</i>	<i>Average Compensation</i>	<i>Institution</i>
B	C	Toronto.
C	C	Queen's, McMaster. (probably also Victoria B.C., U.B.C., Saskatchewan, and Manitoba, if complete data were available).
C	D	Alberta, United College, Western, Waterloo, Carleton.
D	D	O.A.C., U.N.B., Dalhousie, McGill, St. John's College.

(b) *Average Salaries*

The reports of the self-grading scheme also permit a comparison of average salaries in 1959-60 in selected Canadian and American universities and colleges. The results are set out in Table 4. The American figures are for average compensation to all full-time staff, adjusted to a 9-month basis. Two sets of figures are presented for Canadian universities, the first being an estimate of the calendar-year compensation, defined as basic salary plus the university contribution to pension funds. The second is an attempt to put the Canadian data on a 9-month basis, similar to those for the United States; to the basic calendar-year salary has been added the university contribution to pension funds and an amount of \$900 as a rough estimate of summer university or university-type stipends; the whole has been reduced by 2/11 (as in the American procedure) to place the figures on a 9-month basis.

The American data refer to those institutions which received no lower than a C rating on either scale of the AAUP salary grading scheme, and which received at least a B rating on one scale. *Judging by the calendar-year figures for Canada, a number of Canadian universities have average compensation in the range of the BB institutions in the United States, but no Canadian university has compensation in the A range.* Adjusting the Canadian figures to a 9-month basis places the Canadian universities in a much less favourable light relative to better-quality American universities.

(c) *Toronto vs. Harvard-Yale-Princeton*

The comparison that is of great interest to some members of the Canadian academic profession is between compensation at the University of Toronto and at universities of first rank in the United States. The CAUT salary survey report (1959-60) for the University of Toronto and the AAUP grading scheme report provide data for such a comparison, at least with respect to Harvard, Princeton and Yale (combined). Data are set out in Table 5.

Before commenting on these data, one other set should be introduced. There is the problem of explaining the large difference between average compensation at the University of Toronto and for the Harvard-Princeton-Yale group. It is possible that there are quite different proportions of the faculty in the various ranks. From the CAUT salary survey data for Toronto and from another source (indicated below) it is possible to check this point. For three large

universities in New England and for five large universities in the Middle Atlantic area of the United States, and for the University of Toronto, the distributions of faculty members by ranks are given in Table 6.

TABLE 4

"COMPENSATION" IN SELECTED CANADIAN AND AMERICAN UNIVERSITIES 1959-60				
<i>United States</i>		<i>Canada</i>		
Salaries on a 9-month basis plus fringe benefits		Salaries plus estimated university contribution to pension funds.		
<i>Institution</i>	<i>Average Comp.</i>	<i>Institution</i>	<i>Average Compensation</i> (calendar -year (9-month figures) basis)	
Harvard	\$12,895			
Cal. Tech.	10,680			
Princeton	10,554			
U. of California	10,425			
U. of Michigan	10,389			
C.C.N.Y. City College ..	10,350			
Johns Hopkins	10,089			
Wesleyan, Conn.	9,985			
Yale	9,917			
Columbia	9,809			
Dartmouth	9,764			
Swarthmore	9,622	Queen's	\$9,595	\$9,078
Duke	9,530	Western	9,525	9,016
Cornell	9,470	Toronto	9,497	8,993
U. of Virginia	9,431	U.B.C.	9,460	8,960
Bryn Mawr	9,176			
Wisconsin	9,138	Manitoba	9,156	8,700
Illinois	9,034			
Cooper Union	8,976			
Claremont College	8,868			
Wayne State	8,768			
Minnesota	8,718			
Vanderbilt	8,106	Carleton	8,413	8,050
Vermont	8,000	McMaster	8,357	8,002
Ohio State	7,834	U.N.B.	8,248	7,908
		Dalhousie	7,848	7,561

Source: U.S.: From Self-grading Salary Survey, AAUP.

Canada: Calendar-year basis: From CAUT Salary Survey, 1959-60; annual salary figures plus estimated university contribution to pension funds. 9-month basis: 9/11 of (Annual Basic Compensation plus \$900).

TABLE 5

COMPARISON OF "COMPENSATION": UNIVERSITY OF TORONTO VS.
HARVARD, PRINCETON AND YALE (COMBINED) 1959-60

Rank	(1) <i>Harvard-Princeton- Yale — mean "compensation" 9-month basis</i>	(2) <i>University of Toronto (calendar-year basis) Median Salary</i>	(3) <i>Median Salary plus 10%</i>	(4) <i>(3) as % of (1)</i>
Professor	\$16,578	Pdh \$13,950 Pndh 12,200	\$15,345 13,240	92.6 80.9
Associate	10,370	9,300	10,230	98.6
Assistant	7,922	7,300	8,030	101.3
Instructor	6,140	5,790	6,270	102.1
Special Lecturer ..	9,344	7,000	7,700	not comparable
All	11,042	Mean 8,634 Median 7,600	9,497 8,360	88.0

Source: H.P.Y.: AAUP: Report of Committee Z, 1959-60 (mimeographed)
University of Toronto: CAUT Salary Survey. Median Salary plus
10% is taken as an estimate of "compensation" at Toronto, the 10%
being an allowance for fringe benefits paid by the University
to staff members.

Note: Pdh = Professors who are also department heads.
Pndh = Other professors.

TABLE 6

DISTRIBUTION OF FACULTY MEMBERS BY RANKS

Rank	<i>Large Universities in New England and the Middle Atlantic Region of U.S.A.</i>				<i>University of Toronto</i>	
	'3'		'5'			
	No.	%	No.	%	No.	%
Professor.....	607	39.8	980	39.1	122	24.0
Associate.....	242	15.8	500	20.0	107	21.0
Assistant.....	356	23.3	599	22.3	166	32.6
Instructor.....	322	21.1	467	18.6	114 ^(a)	22.4

Source: U.S. AAUP BULLETIN, Spring, 1960. "Instructional Salaries in
39 Selected Colleges and Universities for the Academic Year, 1959-60"
U. of T.: CAUT Salary Survey (1959-60).

Notes: (a) Lecturers;
Also: Deans and Special Lecturers and Visiting Professors and
Instructors at U. of T. are omitted.

From these two tables (5 and 6) it is possible to interpret the salary position of the University of Toronto compared with the Harvard-Yale-Princeton group. First, the H.Y.P. compensation is probably understated because of the application of the 9/11 rule. On the other hand, a comparison of mean salaries for H.Y.P. with median salaries for Toronto understates the relative compensation position a little at Toronto. Second, taking the figures of Table 5 (columns (1) and (3)) at face value, it appears that compensation at the University of Toronto is *equal* to that of the H.Y.P. group for Instructors, Assistant and Associate Professors, but is substantially less than the H.Y.P. group for Professors. However, when Toronto salaries are adjusted to a nine-month basis, comparable with the data for the H.Y.P. group, compensation at Toronto is probably less than at Harvard, Princeton and Yale even for the ranks below professor. Thirdly, the large difference between the mean salaries for all ranks at Toronto and for the H.Y.P. group appears to be explained by two factors: (1) the relatively lower pay for Professors at Toronto; (2) the much smaller proportion of the staff who are Professors at the University of Toronto than for the H.Y.P. group. Thus, the University of Toronto appears to be deficient compared with the H.Y.P. group both in the compensation of Professors and in the numbers of Professors. This conclusion would be sustained, we believe, even if correction could be made for all the biases in the data.

(c) *A Group Comparison*

If, instead of focussing on comparisons of the top of the American scales and Canadian scales, a somewhat broader comparison is made, essentially the same story emerges. On a comparable basis, Canadian university salaries do not appear to be as high as those in the United States. In Table 6a. a comparison is made between (1) the average (mean) compensation by rank for American institutions in the AAUP grading programme which rated C or higher on both scales in 1959-60; and (2) the estimated mean "compensation" of 8 central Canadian universities, most of which rate at least one B on the AAUP scale if the grading is done on the basis of calendar-year compensations. The American data are on a nine-month compensation basis. The Canadian data in column (3) are estimated basic annual compensations on a calendar-year basis; in column (4) the Canadian data are adjusted to a 9-month basis (by taking 9/11 of the sum of Column (3) and \$900).

Comparing Columns (3) and (1) suggests that compensation in Canadian universities is higher than in comparable American institutions. But when the data are adjusted to a 9-month basis as in the American data, it appears that compensation in Canadian universities in all ranks is less than in American institutions. The difference is largest with respect to Professors.

TABLE 6A

ANOTHER CANADIAN-AMERICAN UNIVERSITY COMPARISON				
Mean Compensation by Rank of U.S. Universities and Colleges which rated C or higher on both scales of AAUP grading programme, 1959-60 (9-month basis)	(1)	<i>Central Canada</i> (8 universities) (calendar-year basis)		(9-month basis)
		<i>Mean salary by rank</i>	<i>Mean salary plus 8%</i>	
	(1)	(2)	(3)	(4)
Professor	\$13,007	\$12,148	\$13,120	\$11,500
Associate	8,938	8,827	9,533	8,555
Assistant	7,346	7,081	7,647	7,005
Instructor	5,910	5,531	5,973	5,535
Lecturer	7,503			
All	9,194	8,582	9,268	8,340

Source: (1) AAUP: Report of Committee Z, 1959-60 (mimeographed) p. 25.

(2) DBS: Daily Bulletin, 30 Nov. 1959; the eight universities are: Bishop's, McGill, Queen's, Toronto, Victoria, Trinity, Western, McMaster.

(4) See text above.

(ii) *Comparison of 39 Institutions Surveyed in U.S. and D.B.S.*

Reports on Canadian University Salaries.

In addition to its salary-grading programme, the AAUP carries on a survey of salaries at 39 selected universities and colleges. This survey provides detailed information on these institutions, which permits Canadian-American comparison. Some comparisons are set out in Table 7. The American salaries (not compensation in this case) are adjusted to an 11-month basis according to the actual 11-month vs. 9-month rates of pay in the United States, rather than by an arbitrary 2/11 rule. The 11-month figures do not include summer fellowships in the United States which are not paid directly by the university. The Canadian data do not include "summer pay or fellowships".

These data indicate that Canadian salaries are less than comparable to American rates for all ranks, but by small degrees. The gap would be narrowed if appropriate adjustments could be made for summer treatment in both Canadian and American institutions.

TABLE 7

COMPARISON OF DATA FROM THE 39-INSTITUTION SAMPLE,
AAUP SURVEY (for U.S.) and FROM DBS (for Canadian)
SALARIES 1959-60

	BASE SALARIES — UNITED STATES (private institutions)						BASE SALARIES CANADA		
	5 medium-sized: New Eng.	3 large: New England	4 medium and large: North, Central and Pacific	5 medium-sized: New Eng.	3 large: New England	4 medium and large: North, Central and Pacific	8 Central Universities	Canadian & Colleges	
	(nine-month basis)			(adjusted to 11-month basis)			Median \$500 intervals	Median \$1000 intervals	Mean
Professor	12,085	12,192	11,498	13,272	13,423	12,475	12,197	12,275	12,148
Associate	8,503	8,465	8,383	9,489	9,447	9,673	9,056	9,079	8,827
Assistant	6,638	6,522	6,707	7,614	7,481	7,787	7,194	7,283	7,081
Instructor	5,372	5,407	5,220	6,054	6,175	5,961	5,624	5,472	5,531
All staff							8,046	8,054	8,582

Source: U.S. data: *Bulletin of the AAUP*, Spring 1960, pp. 48-49
Canadian data: *DBS - Daily Bulletin*, 30 Nov. 1959.

Note: The adjustments from a 9-month to an 11-month basis have been based on the ratio of 9-month to 11-month salaries as reported in *Higher Education, Planning and Management Data*, 1959-60, pp. 18-21. (OE 53004) Circular 614.

(iii) *U.S. Government Statistics*

The Office of Education of the U.S. Department of Health, Education and Welfare also reports on United States' university salaries classified by rank, location, size of institution and other criteria. Selected data from these reports are found in Table 8. These data suggest that Canadian university salaries are higher than those found in the United States. However, one has to discount these American data somewhat in that the range of institutions included in the finest categories reported is broader than the set of institutions in central Canada for which 1959-60 data are available.

TABLE 8

SALARIES IN UNDERGRADUATE COLLEGES OF UNIVERSITIES
IN UNITED STATES, 1959-60

11-12 month basis

Professor Associate Assistant Instructor

MEANS

<i>Public</i>				
NA	\$10,360	\$8,270	\$7,050	\$5,720
GL&P	11,440	9,040	7,610	5,930
W&SW	11,460	8,870	7,360	6,100
<i>Private</i>				
NA	10,650	8,330	7,360	6,130
GL&P	9,180	7,330	6,870	5,710
W&SW	—	—	—	—

MEDIANS

<i>Public</i>				
NA	10,050	8,280	7,090	5,780
GL&P	11,370	9,070	7,750	5,910
W&SW	10,720	8,870	7,330	5,940
<i>Private</i>				
NA	10,800	8,590	7,480	6,280
GL&P	8,980	7,600	6,900	5,760
W&SW	—	—	—	—

MEAN SALARIES IN LIBERAL ARTS COLLEGES
IN UNITED STATES, 1959-60

<i>Public</i>	
NA	—
GL&P	12,030
W&SW	10,520
<i>Private</i>	
NA	9,710
GL&P	7,540
W&SW	6,810

SALARIES IN EIGHT CENTRAL CANADIAN UNIVERSITIES,
1959-60

MEAN	12,148	8,827	7,081	5,531
MEDIAN	12,197	9,056	7,174	5,624

Source: U.S.: Higher Education, Planning and Management Data, 1959-60.
op. cit.: NA = North Atlantic region; GL&P = Great Lakes & Plains region; W&SW = West & Southwest region.

Canada: *D.B.S. Daily Bulletin*, Nov. 30, 1959.

Conclusion re Canadian-American Comparisons of University Salaries

When comparisons are made between comparable institutions and with comparable treatments of fringe benefits and period of compensation, it appears that Canadian university compensation was less than that in the United States in 1959-60. Calendar-year compensation (not including summer stipends) is as large as 9-month compensation in the United States for ranks below professor, but not for professors. When American and Canadian data are both put on an 11-month basis or both put on a 9-month basis, Canadian university compensation for all ranks appears to be less than that in comparable American institutions.

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ACCOMMODATING LEADERSHIP AND HIGHER EDUCATION

A LETTER TO THE EDITOR:

Editor,
C.A.U.T. *Bulletin*,

17 August 1961

DEAR SIR:

Recent discussions of Canadian university government have relied, to a large extent, on parallels. Our existing arrangements are defended as being similar to those in the United States, and therefore adapted to a North American environment. The proponents of greater faculty participation in university government point to Oxford, Cambridge and the older universities of continental Europe. The British provincial universities are claimed by both sides, to the confusion of plain men. This comparative approach, in line with the most recent trends in the social sciences, should be carried further. There are parallels not yet explored, which are not less enlightening because they do not seem relevant at first glance.

In his study of the American Negro, *An American Dilemma*, Gunnar Myrdal stressed the need for, and existence of, "accommodating leadership" to bridge the gulf between the White and Negro castes. Whites themselves can not be the leaders of Negroes although, earlier, some whites, usually of the highest class, aided and represented the Negroes. But such intervention and assistance was based upon personal relationships, and these tend to be attenuated as industrialism develops and cities replace towns and villages. Negro leaders had to be selected and, under the caste system, such leaders had to be acceptable to the dominant Whites. To carry out their function, accommodation the leaders had to accept the whites's concept of the status of Negroes. Such leaders were, in essence then, neither selected by nor representative of the Negroes — they were, to the Negroes, "Uncle Toms' overwilling to accept the white men's dominance.

Accommodating leadership, very similar to that described by Myrdal, has been the rule in higher education on this continent. The chief function of the leaders of higher education, especially of college presidents, has been to placate the dominant element in society and thus to gain benefits for their constituents. The leaders had other functions, to be sure, but were not considered successful unless they performed the primary function. To fulfil this primary function

the leaders had to hold or be willing to adopt certain attitudes and beliefs if not identical to, at least not in conflict with, those of the dominant group. Leaders holding such beliefs, or willing to adopt them, are hardly representative of the academic community — they nominally lead.

Some leaders have always been recruited from outside the academic community and this was usual in New England when religion was dominant. But most administrators have been drawn from the faculties, so that the characteristics that lead to their selection and that distinguish them from their colleagues should be examined. First, such men possess great energy and are willing to expend it freely. University administrators are one of the hardest-working groups in society. Second, they are competent in their disciplines but are not outstanding scholars. This is the result not of a defect in ability but rather of a lack of interest in more advanced study, especially theoretical study, in their fields. Indeed, they are often inclined to be impatient with study of the more esoteric aspects of their subjects. Third, they are ambitious, not for scholarship, but for success, and the criteria for success are those of the general community. These traits, in many ways admirable, are required for administrative positions under the existing conditions, but can not be considered the ideals of the academic community.

As a consequence of the selection of such administrators, and of their acceptance of the views of the functions of universities held by the dominant group, higher education has been primarily concerned with the material and the immediate. The contrast between academic life in Germany as described by Robert Jungk in *Brighter than A Thousand Suns* and academic life on this continent, and the realization that the most most fundamental new knowledge developed under the European system (Prince Philip's recent joke that the Russians had better Germans than the Americans and English is not a matter for laughter) suggest that the emphasis has been misplaced.

In Canada a controversy about the government of universities has arisen. This controversy has been initiated by the academic community and indicates dissatisfaction with the operations and objectives of institutions of higher learning. The academic community is expressing a desire to participate to a greater degree in the decision-making process. More specifically, it is requesting representation on governing boards. That such representation would have some value can hardly

be denied. But the academic community should recognize that it would not necessarily provide, and, indeed, is unlikely to provide, any more than an expression of a minority opinion as long as the chief administrative officers are not representative of the academic community.

In this problem a fundamental change in higher education is of great significance. Governments are now providing a much larger portion of the funds than formerly, and will inevitably provide an even larger portion in the future. The need may be for administrators to serve as a bridge between governments and the academic community. One solution may arise: just as industrial corporations hire retired generals to secure government contracts so universities may hire government administrators to secure government grants. But such administrators would only by chance understand, and be representative of, the academic community. They may, indeed, be less representative than the administrators of the past and present.

The parallel with Myrdal's thesis need not be pushed so far as to find a likeness between the N.A.A.C.P. and the A.A.U.P. or C.A.U.T., or between the problems of the Negroes and those of the academic community. The Executive Secretary of the C.A.U.T. has not been dynamited. In his peripatations, he is not even in danger of confinement in campus prisons. But the idea of accommodating leadership has a certain validity. A new type of leadership is likely to result from the changes now taking place and it must be, to some degree, "accommodating". It is to be hoped that governments may be more willing than the former dominant groups to accept leaders more representative of the academic community.

Brandon College, Manitoba.
G. MACDOWALL

NOTICE OF FACULTY POSITIONS VACANT*

Dept. of Chem. Eng., Univ. of New Brunswick. For appointment beginning July 1, 1962 at level and salary depending on qualifications. Specialization in computer techniques or plant design desirable. Research interest required Applications in full desired by Jan. 1, 1962. Further information from Head Dept. of Chem. Eng., Univ. of N. B., Fredericton.

*The C.A.U.T. *Bulletin* will carry advertisements of staff vacancies free of charge. Advertisements of the availability of persons for appointment will be carried at the usual rates.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1961-62*

Arranged in order of the average minima for the three professorial ranks.

<i>Instruction</i>	<i>Deans</i>	<i>Department Heads, Directors</i>	<i>Full Profs.</i>	<i>Assoc. Profs.</i>	<i>Assist. Profs.</i>	<i>Lecturers, Instructors, etc.</i>
	\$	\$	\$	\$	\$	
Osgoode Hall Law School:						
Minimum.....	No		12,000	9,000	7,000	Lecturers: 5,500-7,000
Maximum.....	fixed	N/A	18,000	11,500	8,500	
Annual Increment.....	scales			Granted but amount variable		
Trinity College:						
Minimum.....	not	12,500	12,000	9,000	7,000	Lecturers: 5,500 minimum
Maximum.....	stated		not stated			
Annual Increment.....			no definite scale			
U.B.C.:						
Minimum.....	—	—	12,000	9,000	7,000	
Maximum.....		none	stated			Not stated
Annual Increment.....		none	stated			
Université Laval:						
Minimum.....	1	—	12,000	9,000	7,000	Assistant: 6,000 x 250 to 7,000
Maximum.....	1	—	14,000	11,000	8,900	
Annual Increment.....	—		100	150	200	
U. Laval (Faculté de Commerce):						
Minimum.....	not	12,000	12,000	9,000	7,000	
Maximum.....	stated	15,000	15,000	12,000	9,000	
Annual Increment.....			not stated			Not stated
University of Manitoba:						
Minimum.....	13,350	12,000	12,000	9,000	7,000	Lecturers: up to 6,900
Maximum.....		no ceiling		11,900	8,900	
Annual Increment.....		Annual increments are based on merit				
Université de Montréal:						
Minimum.....	not stated	not stated	12,000	9,000	7,000	Chargés d'enseignement seniors:
Maximum.....	17,500	14,500	14,000	12,000	9,500	5,800 - 9,000; chargés d'enseignement juniors: 4,600 - 8,200
Annual Increment.....			not stated			

U. of St. Michael's College:					Lecturers: 5,500 x 400 to 6,800	
Minimum	not stated	12,500	12,000	9,000	7,000	
Maximum	not stated	200	200	11,700	8,600	
Annual Increment				300	400	
University of Toronto:					Lecturers: 5,500 - 7,000; Instructors, Demonstrators, Readers, etc.: no formal scales	
Minimum	no regular increments	12,000	12,000	9,000	7,000	
Maximum		not stated		11,500	8,500	
Annual Increment ²						
Victoria College (B. C.):					Instructor II: minimum 5,500; Instructor I and Lecturer: 3,600 minimum	
Minimum	—	12,000	12,000	9,000	7,000	
Maximum	—	—	—	none stated	—	
Annual Increment	—	—	—	—	—	
Victoria University (Toronto):					Lecturers: 5,500 - 6,500; Instructors: 5,000	
Minimum	16,000	—	12,000	9,000	7,000	
Maximum		none stated		11,500	8,500	
Annual Increment	—	—	—	—	—	
McMaster University:					5,550 - 6,840	
Minimum	15,000	according	11,700	9,000	7,020	
Maximum	16,020	to rank	15,300	11,400	8,880	
Annual Increment		no established rates				
University of Saskatchewan:					Instructors: 5,000 x 200 to 6,900; Lecturers: 5,000 x 200 to 6,800	
Minimum	13,000	**	11,700 ³	9,000	7,000	
Maximum	no limit	—	12,800	11,500	8,500	
Annual Increment	—	—	—	—	—	
University of Alberta:					No fixed range for staff below "assistant professor" rank	
Minimum	14,500	12,200	12,000	9,000	6,000	
Maximum		not stated		11,700	8,700	
Annual Increment		not stated		300	300	
Queen's University at Kingston:					Lecturers: 5,200 minimum	
Minimum	none	12,000	11,500	8,700	6,700	
Maximum	stated		none specified			
Annual Increment	—	—	—	—	—	

¹Supplement of \$1,500 to \$3,000.

²Salary increases in varying amounts given for merit.

³Professors "B" (professors of distinction) have \$13,000 minimum.

*Data supplied by the Higher Education Section, Education Division, Dominion Bureau of Statistics.

**Department Heads and Directors paid according to rank.

<i>Institution</i>	<i>Deans</i>	<i>Department Heads, Directors</i>	<i>Full Profs.</i>	<i>Assoc. Profs.</i>	<i>Assist. Profs.</i>	<i>Lecturers, Instructors, etc.</i>
	\$	\$	\$	\$	\$	
Royal Military College of Canada :						
Minimum	—	12,500	11,000	8,960	6,840	Lecturers: 4,980 - 6,180
Maximum	13,500	13,500	13,500	9,800	7,860	
Annual Increment	none,	none,	although merit	increases may	be given on	recommendation
McGill University :						
Minimum	no scale	no scale	11,500	8,500	6,500	Lecturers and Instructors : minimum 5,000
Maximum	no scale	no scale	no maximum	—	—	
Annual Increment						
University of Western Ontario :						
Minimum	No	No	10,500	8,500	7,000	Lecturers: 5,500 up
Maximum	scale	scale	up	up	up	Instructors: 5,000 up
Annual Increment	—	—	—	—	—	
Carleton :						
Minimum	—	—	10,200	8,700	6,700	no scale
Maximum	—	—	—	—	—	
Annual Increment			none	specified		
University of Sherbrooke : ⁴						
Minimum	15,000	—	10,500	8,200	6,200	Professeurs chargés
Maximum	18,000	—	12,900	10,600	9,200	d'enseignement: 5,100
Annual Increment	500	—	300	300	300	x 300 to 9,300
Bishop's University :						
Minimum	10,750	—	10,250	8,250	6,250	Lecturers: 5,250 - 6,250
Maximum		not stated	not stated	10,250	8,250	
Annual Increment						
The University of Waterloo :						
7.5 months per annum :						
Minimum ⁵	11,415	10,515	9,915	8,120	6,330	Lecturers: 4,765
9 months per annum ::						
Minimum ⁵	13,398	12,498	11,898	9,744	7,596	Lecturers: 5,718
Annual Increment		300	300	250	200	200
Assumption University of Windsor :						
Minimum	no	rank with	10,000	8,000	6,300	Lecturers: 5,000 x 100-300
Maximum	scale	reduced	14,500	11,500	9,100	to 7,100
Annual Increment		work load	100-300	100-300	100-300	

⁴Revisions due in Autumn 1961. Data given are unrevised.

⁵No declared maximum.

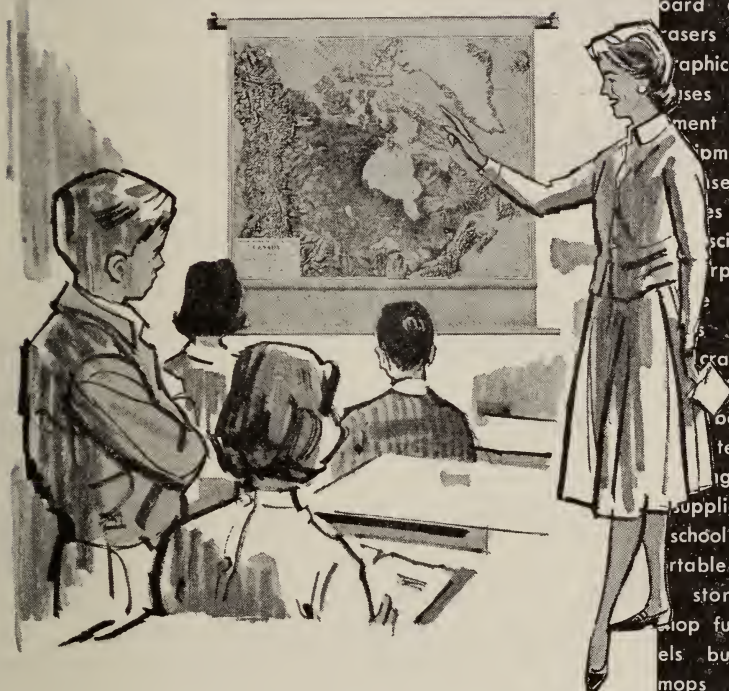
College	Minimum	Maximum	Annual Increment	not stated not stated	10,000 not fixed not fixed	8,000 10,000	6,000 8,500	Lecturers (Arts and Science) ; Instructors (Education) ; 4,800 - 6,500
Brandon College:								
Minimum.....								
Maximum.....								
Annual Increment.....								
Memorial U. of Newfoundland:								
Minimum.....	10,900	9,500			9,500	8,000	6,500	Lecturers: 4,000 - 5,000 ; no increment stated
Maximum.....	11,400	10,000			10,000	8,500	7,000	
Annual Increment.....	100	100			100	100	100	
Saint Mary's University:								
Minimum.....	—	—			9,500	8,000	6,200	Lecturers: 5,000 x 300 to 6,200
Maximum.....	—	—			—	10,000	8,000	
Annual Increment.....	—	—			150	200	200	
United College:⁶								
Minimum.....	10,800	—			9,000	7,500	6,200	Lecturers: 4,800 - 6,200
Maximum.....	—	—			9,800	8,500	7,000	
Annual Increment.....	—	—			none specified			
Ontario Agricultural College:⁷								
Minimum.....	not stated	10,500			9,000	7,800	6,000	Lecturers: 5,000 x 250 to 6,000 ; Scientists Gr. 1, 2, 3: 4,800 x 200 - 400 to 7,800
Maximum.....		13,000			12,000	10,000	8,200	Research Scientists Gr. 1, 2, 3: 4,600 x 200 - 400 to 8,200 ; Assistants: 4,400 x 200 - 250 to 5,250
Annual Increment.....		500			500	400-500	300-400	
Nova Scotia Technical College:								
Minimum.....	—	9,000			—	8,000	6,000	4,000 - 6,500
Maximum.....	—	12,000			—	9,500	8,000	
Annual Increment.....	—	—			no specified increment			
Waterloo University College:								
Minimum.....	10,000	—			9,200	7,800	6,000	Lecturers: 4,800 - 5,900
Maximum.....	15,000	—			10,000	9,100	7,700	Instructors: 4,200 - 4,700
Annual Increment.....		—			not stated			
Ontario Veterinary College:⁸								
Minimum.....	not fixed	10,500			9,000	7,800	6,000	Lecturers: 5,000 x 250 to 6,000 ; Assistants: 4,400 x 200 to 300 to 7,800 5,000 then by 250 to 5,250
Maximum.....	fixed	13,000			12,000	10,000	8,200	
Annual Increment.....	500	500			500	400 to 9,000 ; 500 to 10,000	400 to 8,200	

⁶Revisions due about December 1961. Data given are unrevised.

7Revisions planned for 1961-62. Data given are unrevised.

8Revisions planned for 1961-62. Data given are unrevised.

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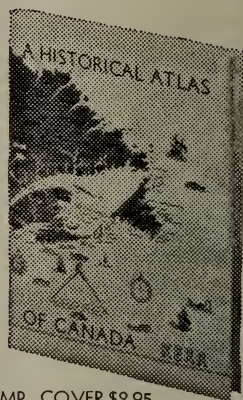
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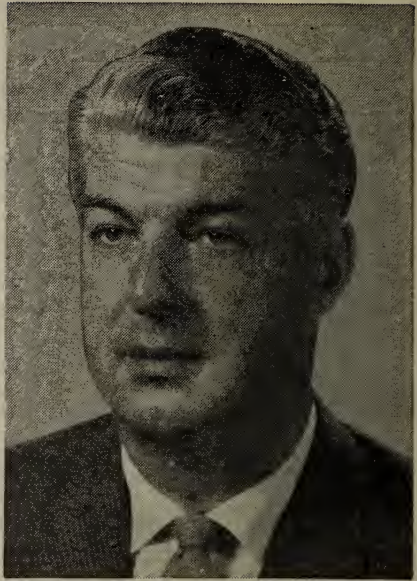
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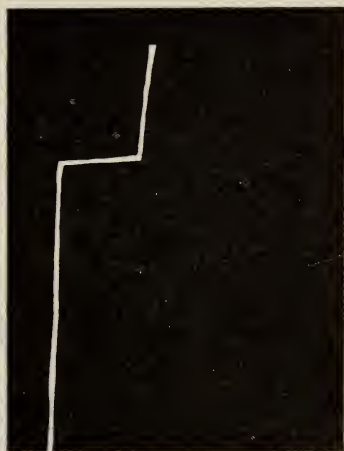
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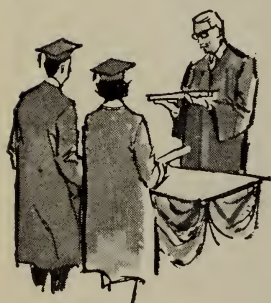
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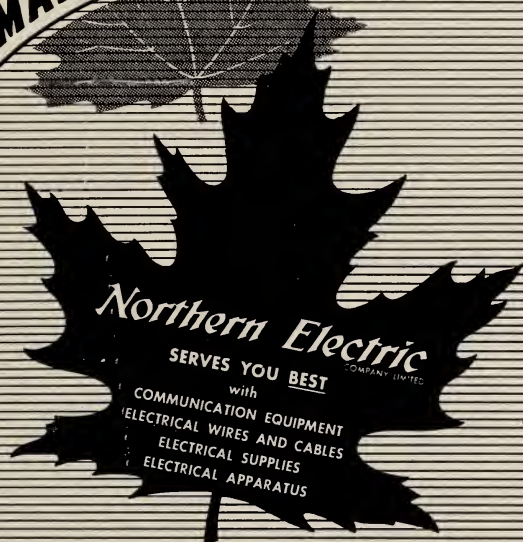
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